Five-Year Plan
Library Services And Technology Act
Connecticut State Library
FY 2002-2007

Introduction*:*

The second Connecticut Five-Year State Plan for Library Services funded under the Library Services and Technology Act (LSTA) seeks to build upon the accomplishments of the first five years of LSTA funding and guide the use of LSTA funds for the development of library and information resources for the benefit of all Connecticut citizens.

The LSTA legislation focuses on two priorities:

Information Access Through Technology:

- electronic linkages among libraries;
- electronically linking libraries with education, social, or information services;
- assisting libraries in accessing information through electronic networks;
- encouraging libraries in different areas and different types of libraries to establish consortia and share resources;
- funding for libraries to acquire or share computer systems and telecommunications technologies.

and Information Empowerment Through Special Services:

- persons having difficulty using a library;
- underserved urban and rural communities;
- children in poverty.

Connecticut's plan establishes goals and objectives for the State consistent with the purposes of LSTA, describes the activities that will meet those goals, and lists the procedures that have been, and will be used, to involve libraries and library users throughout the state in LSTA related decisions. It also presents the procedures the State Library will use to administer the program and evaluate the success of Connecticut's LSTA activities.

The LSTA Planning Process:
Environment Scan and Needs Assessment

To participate in the state grant program of the federal Library Services and Technology Act, Connecticut is required to prepare a Five-Year State Plan for submission to the Institute of Museum and Library Services. The second Five-Year Plan will begin in July 2002.

The August 2001 meeting of the Advisory Council on Library Planning and Development authorized the establishment of a committee to draft the new five-year plan. Members of the committee included the Director of Library Development, a library user, two public librarians, an academic librarian and a school media specialist all of whom represent different geographical areas of the state. The draft plan was brought to the full Advisory Council for discussion and review. Membership and role of the Advisory Council is discussed in the stakeholder section.

The LSTA Planning Committee began by conducting an environmental scan to consider the larger context in which libraries in Connecticut must operate. Concurrently, an independent consultant was retained to evaluate the effectiveness of the first five years of LSTA in Connecticut. Input from the library and user communities was gathered through several focus groups held around the state. Two focus groups were devoted to two of the major statewide projects funded through LSTA, iCONN, the Connecticut Digital Library and the Library for the Blind and Physically Handicapped.

Funding that supported every public library to be connected to the Internet and the development of a digital library for all public, school and academic libraries were among the successes of the first five years of LSTA.

> *Connecticut libraries, schools and residents are better able to benefit from access to electronic resources and to share collections and resources with all libraries throughout the state. Many residents view their library as the location of first choice for access to information. Although many public and school libraries in Connecticut could not afford to provide online access for their community [prior to LSTA], all now have access through the programs and projects that have been discussed here. Without the assistance and support of LSTA funds, it would not have been possible for some of these Connecticut libraries to serve their communities as well.*
>
> *Connecticut: Resources For our Communities*
> *An Evaluation of Connecticut's Five-Year LSTA Plan*

The major recommendations from the evaluation process were as follows:
- ✔ the sub grant process should be simplified,
- ✔ the evaluation process for all programs should be strengthened,
- ✔ model programs should be identified for replication, especially for key programs in children in poverty, outreach for children and outreach to older adults, and
- ✔ better efforts should be taken to increase awareness of LSTA support for programs.

The use of LSTA funds in Connecticut is built on a history of state supported cooperative activities including:

- Connecticard, a resource sharing program that allows any state resident to borrow books and other materials from all of the state's 192 public libraries;
- Connecticar, a statewide delivery system serving 220 public and academic libraries;
- Cooperating Library Service Units (CLSU), a system of regional multi-type library support agencies;
- Statewide service centers in Willimantic and Middletown;
- iCONN, the Connecticut Digital Library; that provides a core level of information databases for all libraries and citizens; and
- Development of a statewide educational network to connect all schools, colleges and public libraries under the auspices of the Commission for Educational Technology.

The committee then reviewed the state of the State of Connecticut in areas affecting library services.

- Connecticut's population of 3,405,565 has grown by 3% since 1990. [1]

- Connecticut is one of the wealthier states in the union. Connecticut's per capita income of $28,766 ranks it as first in the nation. However, Connecticut is an increasingly diverse society.[1] While we have one of the country's wealthiest towns at $82,049 per capital income, we also have one of the poorest at $13,428 per capita.

- 11% of Connecticut's children live in poverty.[2]

- 9% of the children live in "high risk" families, as defined by such factors as poverty, health, employment and education. This represented a decline from 10% in 1990.[2]

- As many libraries have found, over 59.3% of mothers with children under 6 and 78.7% of mothers with children 6-17 were in the labor force,[4] making traditional library service to children a challenge.

- Total funding for libraries in the United States is $28.96 per capita (2000). Connecticut averages well over this at $41.94 per capita. This figure doesn't reflect the diversity of library support. In 2000, total operating income for libraries ranged from a high of $152 to a low of $3.42. State funding, representing about 4% of funding for libraries does little to overcome this inequity.[3]

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[1] Connecticut QuickFacts from the U. S. Census Bureau. May 23, 2002, <http://quickfacts.census.gov/qfd/states/09000.html>
[2] Children at Risk: State Trends 1990-2000, a PRB/KIDS COUNT report based on the Census 2000 Supplementary Survey. Annie E. Casey Foundation, May 23, 2002 <http://www.aecf.org/kidscount/c2ss/pdfs/states/ct.pdf>
[3] *Connecticut Public Library Statistical Profile, 2001-2002*, Connecticut State Library, 2003
[4] Connecticut: Children in the States * 2001. Children's Defense Fund. May 23, 2002 <http://www.childrensdefense.org/states/profile-ct.pdf>

- Connecticut has seen an increase in citizens over the age of 65. They currently represent 13.8% of the population, an increase of 5.7% from 1990.[5] Conversely, 24.7% of the population is under the age of 18, in increase of 22.8% from 1990.

- In Connecticut, as in many states, the Department of Education has established benchmarks in reading for 4th, 6th and 8th grade students. In 2001, 40% of students in Grade 10 taking the Connecticut Academic Performance Test scored at or above state goals in Language Arts, an increase from 31% in 1995.[6] In 2001, the percentage of students performing at or above state goals in reading were 58% in 4th grade, 64% in 6th and 66% in 8th.[7] Although this represented a steady increase over the past 3 years these leave room for improvement. More significantly is the wide variation of achievement from town to town. For comparison purposes the states school districts are divided into Educational Reference Groups (ERG). The top ERG scored 85% in 4th grade reading while the lowest scored only 23%.[7]

These indicators point to several important roles for federal library funding in Connecticut:
- ✓ Addressing equity issues in the level of library service available to all citizens;
- ✓ Training librarians and supporting the public libraries' efforts to improve reading achievement;
- ✓ Ensuring that all children in Connecticut have access to quality library services.
- ✓ Supporting library services that reach out to diverse population groups.

Mission Statement

The Connecticut State Library, Division of Library Development will provide coordination, funding, education and statewide services that enhance local libraries' ability to provide high quality library service to every citizen in Connecticut.

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[5] State of Connecticut – The Comptrollers Report: January 2000. Population Trends: Connecticut Population 1990-1999. < http://www.osc.state.ct.us/reports/economic/2000cmprpt/population.htm>
[6] Comparison of 1995-2001 Connecticut Academic Performance Test Results. <http://www.captreports.com/byYear/y950.html>
[7] Connecticut Department of Education, News, April 15, 2002. "Statewide CMT-3 scores continue to trend upward." May 28, 2002 <http://www.state.ct.us/sde/cmtpress_4_5_02.pdf>

LSTA Goals

NEED: To equalize access to essential information and educational resources.

Connecticut has many excellent, well-funded public and school libraries. However, there is great disparity from town to town across the state. Public library funding varied in 2000 from $152 per capita to $3.42 per capita. Since the 1970's, Connecticut citizens have been fortunate to be able to use any public library through the statewide reciprocal borrowing program, Connecticard. This program is supported by a statewide delivery system and statewide catalog through which library materials may be located in over 300 libraries in the state.

However, the Connecticard program does not include non-resident access to important information databases. Although some schools and libraries are able to offer their patrons a full range of information databases, many in the state are not able to do so before development of iCONN.

Beginning in 2000 the State of Connecticut provided funding for development of a Connecticut digital library to address this issue. Statewide access to information databases was piloted with LSTA funds. Today, citizens throughout Connecticut have online access to full text information through iCONN, the Connecticut Digital Library. iCONN provides a core level of library and information resources for every public library, school, and college. Now every student as well as the general public has access to the resources that were previously available only through the better-funded schools and libraries in Connecticut. iCONN is part of the Connecticut Education Network and is administered by the Connecticut State Library in conjunction with the Department of Higher Education. The goals of iCONN are:

- To ensure universal access to a core level of library and information resources for every resident of Connecticut through their public library, school, college, and from home;
- To provide information resources to every school in Connecticut so that all students are prepared to function in an information society;
- To provide information resources to the increasing number of students taking advantage of on-line courses at Connecticut's colleges and universities;
- To enhance the quality of teaching, research and education at Connecticut's colleges and universities by supporting online information resources;
- To support the information needs of all Connecticut citizens.

Now that a core set of databases has been established for iCONN, additional databases are needed to address resource needs in subject areas not currently available through most libraries but which have wide general interest. Particular emphasis will be placed on resources that reach new audiences. Connecticut, for example, has a very active genealogical research community yet most public libraries do

not provide access to online resources in this area. Adding such a resource to iCONN would be of great benefit to libraries and those doing genealogical research.

It is also important the interface to the digital library be continually upgraded to make use of improving technology to meet the growing sophistication of online library users. Libraries also continue to add and deselect tiles. This activity needs to be reflected in reQuest, the statewide union catalog component of iCONN for it to remain a valuable interlibrary loan resource.

Goal I: Provide the citizens of Connecticut access to essential information and education resources.

Federal Funds: Federal Funds will be used to support administration and expansion of iCONN that includes the reQuest statewide catalog and interlibrary loan system, the database discount program and the purchase of statewide databases.

LSTA Purpose: Assisting libraries in accessing information through electronic networks.

Activities To Support This Goal:

1. Support continued development of iCONN, including the statewide catalog and inter-library loan.

Expected outcomes:
The number of libraries participating in statewide interlibrary loan will increase by 20% by 2007. In 2002, 185 libraries participated.

The number of searches on the iCONN information databases will increase by 10% each year from a base of 4.5 million searches in FY 2001-2002.

Statistics on total number of searches will be reported annually to the Connecticut Digital Library Board. Statistics will indicate use by public library patrons, school libraries and colleges.

2. Support a program for statewide coordination of cooperative purchasing of information databases.

Expected Outcome:
Each year at least two additional databases will be available to libraries at a savings of a minimum 15%.

3. Establish a grant program for libraries to automate their catalogs in order to enhance their resource sharing capabilities by contributing records to reQuest.

Expected outcomes:
25% of high school libraries in Connecticut will be accessible to citizens through the statewide catalog by 2007. In 2002, 9% of high school libraries were so accessible.

90% of academic and public libraries in Connecticut will be accessible to citizens through the statewide catalog by 2007. In 2002, 83% were so accessible.

4. Support and enhance the Connecticar delivery system in order to ensure timely access to library materials to all Connecticut citizens.

In February of 2002 the Connecticut State Library issued a Request for Proposals for the outsourcing of the Connecticar delivery system. Responses were received and evaluated in April. The target date for the outsourced service to begin delivery is July 2002.

Expected Outcome:
By 2007, 90% of all materials placed on Connecticar will be delivered by the next business day based on a sampling survey conducted biennially beginning in 2004.

Need: To ensure that all children in Connecticut have access to quality library services.

A great deal of attention has been given, both nationally and in Connecticut, to the need to improve student reading achievement. The Connecticut Department of Education formed a blue ribbon panel in 2001 to determine the best methods for improving children's reading. "Relative to children in other states, children in Connecticut do extremely well on standardized reading tests. . . However, even in Connecticut, there is still a great deal of room for improvement in reading achievement. Concerns have most often been raised about the reading achievement of poor children in urban school districts, and it is true that reading failure is especially common among poor children."[7] The Blue Ribbon Panel's report closely paralleled the findings of the National Reading Panel (2000) and the National Research Council (1998). Among their findings was the determination of the skills preschool children must attain to best prepare them for later reading success: skills that children often learn at the public library. These research-proven strategies for effective literacy instruction can be used in library preschool programming to improve attainment of these skills. Public libraries in Connecticut can and should play a vital role in preparing young children for learning to read when they enter school. Practicing these research proven strategies will help libraries fulfill this role.

11% of Connecticut's children live in poverty. 9% live in "high risk" families as defined by factors as poverty, health, employment and education. Public libraries must design programs to meet the needs of this population. In addition, 59.3% of mothers with children under the age of six are in the labor force, making traditional children's programming in libraries a challenge. Special outreach efforts need to be made to bring vital library services to these children.

Goal II A: Increase the number of children's librarians in Connecticut who employ research based strategies in programming for preschool children.

Federal Funds: Federal Funds will be used to implement training, develop evaluation techniques and fund grants to local libraries.

LSTA Purpose:
Target library services to people with diverse backgrounds, disabilities, and/or limited literacy or information skills.

Activities To Support This Goal:

1. Implement an emergent literacy initiative to:
- train children's librarians in research based activities to support emergent
- publicize libraries' role in children's literacy development; and
- train librarians to coach parents on the literacy activities they can share within the family.

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[7] Connecticut's Blueprint For Reading Achievement: The Report of the Early Reading Success Panel, Connecticut State Department of Education -- 2000

Expected outcomes:
- 120 children's librarians receiving training will increase their use of research based activities in their pre-school programming by an average of 25% above pre-training survey baseline by the end of 2003.
- 120 children's librarians will increase their knowledge of research-based activities to support emergent literacy by an average of 50% above pre-training survey baseline.

2. Develop an evaluation methodology to document efficacy of employing research-based activities in library pre-school programs by 2005.

Expected outcome:
An evaluation methodology will be available for use by public libraries by 2005. At least two libraries will use this methodology to document outcomes from their pre-school programs by 2006.

3. Develop supporting mechanisms for emergent literacy activities including programming packets for loan to public libraries, a website for recommended materials, online training, and sub-grants to local libraries to implement emergent literacy programs.

Expected outcome:
At least 20 libraries in Connecticut will utilize research-based activities in their pre-school programming by 2004, 40 by 2005 and 60 by 2006.

Goal II B: Improve library service to children (birth to 17) in poverty or having difficulty using the library.

Federal Funds: Federal Funds will be used for sub-grants and children's outreach collections at the library service centers.

LSTA Purpose: Target library services to underserved urban and rural communities and children below the poverty level.

Activities To Support This Goal:

1. Establish grant programs for libraries addressing the special needs of children in poverty. Priority will be given to programs that foster collaboration with other agencies serving youth.

Expected Outcome:

Grant recipients will be required to identify and address the need of children in poverty in their community and evaluate the effectiveness of their projects in meeting the objectives established in the application. Measurable objectives are required for a grant award. Training on outcome-based evaluation (OBE) will be given to all applicants beginning with awards given in 2003. OBE will be required where appropriate.

2. Establish grant programs for outreach programs for children. Priority will be given to programs that foster collaboration with other agencies serving youth.

Expected Outcome:

Grant recipients will develop an outreach program which will address the needs of children in their community and will evaluate the effectiveness of their projects in meeting the objectives established in the application. Measurable objectives are required for a grant award. Training on outcome-based evaluation will be given to all applicants beginning with awards given in 2003. OBE will be required where appropriate.

3. Identify or create exemplary model programs for children in poverty and outreach to children for replication. Information on such projects will be shared with the Connecticut library community. Conduct workshops, publicize descriptions of successful programs and develop directed grants for libraries to implement these model programs.

Expected Outcome:

At least two libraries each year will receive grants to replicate successful model programs, identified by the Division of Library Development, to address the needs of children in poverty and/or outreach programs to children by the year 2004-2007. OBE will be developed for model programs where appropriate.

4. To promote and develop collections at the Middletown and Willimantic Library Service Centers to support emergent literacy and outreach programs to children.

Expected Outcome:

Circulation of materials to support emergent literacy and outreach programs to children will increase by 5% each year based on the 2002 baseline.

In 1993 the State Library established a Statewide Continuing Education Planning Committee. The Committee includes representatives from various state library groups providing continuing education opportunities, including

>Connecticut State Library,
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>Connecticut Library Association,
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>Cooperating Library Service Units,
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>Connecticut Educational Media Association,
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>Connecticut Association of Health Science Libraries,
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>Connecticut Valley Chapter of the Special Library Association,
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>Southern Connecticut State University School of Library Science
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>Library Technology Program at Three Rivers Community Technical College.

The purpose of the Committee is to coordinate and develop continuing education activities for librarians, library staff and trustees of all types of libraries on a statewide basis by:

- formalizing the annual planning process for ongoing continuing education and developing a meaningful evaluation procedure for all continuing education activities;
- conducting needs assessment activities within the library community to determine and prioritize training topics;
- sharing information among groups that provide continuing education events and recommending topics and formats;
- developing an effective marketing program to promote continuing education activities;
- producing and distributing a continuing education catalog;
- investigating new technologies for providing continuing education to the widest possible audience;
- planning, developing and coordinating training throughout the state to support the attainment of core competencies.
- The Connecticut State Library maintains a close working relationship with the Friends of Connecticut Libraries and the Association of Connecticut Library Boards and supports continuing education for these organizations.

Focus groups conducted in 2001 as part of the LSTA 5 year evaluation indicated continuing need for training of library staff. Connecticut does not have large county library systems and local libraries rely on the Connecticut State Library and the Cooperating Library Service Units to provide critical training for staff. Training was found to be one of the successes of the first five years of LSTA. Technology training is especially important as libraries try to stay current with technology trends and must acquire the skills to effectively utilize the latest software packages and Internet advances. An accepted rule is that 30 percent of technology spending should go for hardware and software and 70 percent should go for training and support. Most local libraries do not have the funding to support this level of training.

LSTA funds are needed to provide a wide range of technology training and to develop additional training sites in the state. In 2001 the 92 technology workshops were held by the Connecticut State Library were consistent fully subscribed, often with lengthy waiting lists.

Goal III A: Improve the skills sets related to identified competencies of library staff, trustees and friends that are essential to meet the library service needs of Connecticut residents.

Federal Funds: Federal Funds will be used to support continuing education workshops, technology labs and training materials at the State Library.

LSTA Purpose: Assisting libraries in accessing information through electronic networks and targeting library and information services to underserved urban and rural communities.

Activities To Support This Goal:

1. The Statewide Continuing Education Planning Committee will establish priorities for continuing education on an annual basis for each coming year based on core competencies and programmatic needs of library staff, trustees and friends in Connecticut. The Committee will offer continuing education opportunities based on these priorities.

Expected Outcomes:
A minimum of 90 workshops will be offered to Connecticut library staff. Each workshop participant will be expected to complete a standard workshop evaluation form. OBE will be developed for selected workshops to assess achievement of learning objectives.

2. Support professional development and training materials for library staff, trustees and Friends at the Middletown and Willimantic Library Service Centers.

Expected outcomes:
Circulation of professional development training materials will increase by 5% each year from the 2002 baseline.

Goal III B: Increase technology skills for the purpose of increasing access to electronic information, resource sharing and efficiency.

1. Increase technology training opportunities for library staff by developing options for providing additional computer training sites for librarians and for public access computing through such means as computer training labs in public libraries, mobile training labs and cooperative arrangements between schools and public libraries.

Expected outcomes:

Development of two additional library technology training sites. Increase the number of technology training opportunities by 5% each year over the 2001 baseline of 92. Pre and post surveys of attendees at selected training will demonstrate an achievement of learning goals. These surveys will demonstrate that 90% of attendees will show a 50% improvement in targeted skills.

2. Provide additional resources to supplement the Gates Library Foundation grants for training labs by providing additional resources for workstations, chairs, wiring and training.

Expected Outcomes:

Two libraries will offer at least two training sessions for their staff in their training labs by 2004.

Need: To enhance access to library services for individuals having difficulty using the library.

According to the 2000 census, there are 3,362 residents of Connecticut with a disability defined as a long-lasting physical, mental or emotional condition.[8] Libraries must provide equal service to all residents in their community. The Connecticut State Library provides consulting services to libraries on the Americans with Disabilities Act requirements. However, many libraries lack the funding to install specialized technology that will make their collections and services fully accessible.

The Connecticut State Library's Library for the Blind and Physically Handicapped is a network library of the National Library Service for the Blind and Physically Handicapped, Library of Congress. The Library provides free mail loan of recorded and Braille books and magazines and necessary playback equipment to eligible state residents unable to read conventional print because of a visual or physical disability. According to statistical methods used by the National Library Service for the Blind and Physically Handicapped of the Library of Congress, 1.4% or approximately 47,600 residents of Connecticut are eligible for services from the Library for the Blind and Physically Handicapped. (LBPH).   Currently there are approximately 10,000 individual and 267 institutional registered users of the LBPH. The feedback from the LBPH focus group conducted as part of the evaluation from the first five years of LSTA demonstrate that the users highly value the services they receive from LBPH and in FY 2001-2002 214,222 items were circulated. However, there is a continuing need to reach out to the other eligible nonusers in the state to promote LBPH services.

Goal IV A: Expand local library services to individuals with disabilities.

Federal Funds: Federal Funds will be used for sub-grants to purchase assistive technologies.

LSTA Purpose: Enhanced access to library services for individuals having difficulty using the library.

Activities To Support This Goal:

1. Offer a grant program for libraries to purchase adaptive and assistive technologies.

Expected Outcomes:
Ten libraries will install adaptive or assistive technology by 2007. Libraries will track the number of new users and patterns of use.

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[8] U. S. Census Bureau, *2000 Census of Population and Housing, Profiles of General Demographic Characteristics*; http://www.census.gov/Press-Release/www/2002/demoprofiles.html.>

Goal IV B: Expand local library services to older adults having difficulty using the library.

Federal Funds: Federal Funds will be used for sub grants.

LSTA Purpose: Enhanced access to library services for individuals having difficulty using the library.

Activities To Support This Goal:

1. Establish a grant program for outreach programs to older adults having difficulty accessing library services.

2. Identify and develop model programs for effective services to older adults having difficulty using the library, including the homebound and those in senior housing.

Expected outcomes:
Grant recipients will be required to identify and address the needs of older adults in their community and evaluate the effectiveness of their projects in meeting the objectives established in the application. Measurable objectives are required for a grant award. Training on outcome-based evaluation (OBE) will be given to all applicants beginning with awards given in 2003. OBE will be required where appropriate.

Goal IV C: Objective: Expand existing statewide library services to individuals with disabilities.

Federal Funds: Federal Funds will be used for support for the Library for the Blind and Physically Handicapped and for collections at the library service centers..

LSTA Purpose: Enhanced access to library services for individuals having difficulty using the library.

Activities To Support This Goal:

1. Support collections of audio, large print or other specialized media for persons with disabilities at the Middletown and Willimantic Library Service Centers.

Expected outcome:
The number of audio, large print or other specialized media circulated will increase by 5% per year over the 2001 baseline.

2. Support services through the Library for the Blind and Physically Handicapped (LBPH).

3. Develop outreach programs to libraries and target population to increase awareness of LBPH services to people with disabilities.

Expected outcome:

The number of registered patrons with LBPH will increase by 2% each year over a baseline of 10,493 in 2001.

Need: To provide consulting and materials support to Connecticut libraries

The need for excellent library service is universal. Because public libraries in Connecticut are funded primarily from local property taxes, there is a high level of service inconsistency throughout the state. Towns with a higher ability to pay and a stronger tax base tend to have well-funded libraries while those residing in less wealthy communities have lower standards of service.

Creating Opportunities: New Futures for
Connecticut Library Development, 1999-2004

There is continuing need to assist libraries, especially those in economically distressed communities, with consulting assistance, collection support in targeted areas and funding opportunities that address the needs of their local communities.

Goal V: Increase access to library materials and services for populations in economically distressed communities and underserved populations.

Federal Funds: Federal Funds will be used.

LSTA Purpose: Targeting library and information services to underserved urban and rural communities.

Activities To Support This Goal:

1. Provide grants for innovative projects to target economically distressed and culturally diverse communities. The State Library will identify or create exemplary model programs for replication, publicize descriptions of such programs and develop directed grants for libraries to implement.

Expected Outcomes:
Grant recipients will be required to address a need of in their community and evaluate the effectiveness of their projects in meeting the objectives established in the application. Measurable objectives are required for a grant award. Training on outcome-based evaluation (OBE) will be given to all applicants beginning with awards given in 2003. OBE will be required where appropriate.

2. Activity: Provide a range of professional consulting services to library staff, trustees, and Friends, especially those in target areas, to help them determine and respond to evolving information needs of their constituents.

Expected Outcome:

75% of librarians receiving consulting assistance will express satisfaction in an annual survey of randomly selected libraries receiving assistance.

3. Support staff and services at the Willimantic and Middletown Library Service Centers.

Expected Outcomes:

Evaluation will be based on the number of libraries from economically distressed communities using the services at the service centers. The goals will be to use of the service centers by 5% by 2005. In the twelve months preceding June 1, 2002 the circulation totaled 83,548.

75% of libraries receiving collection support will express satisfaction with collections and support, based on a biannual sampling survey.

Stakeholder Involvement

Advisory Council for Library Planning and Development
The major library advisory group in Connecticut is the Advisory Council for Library Planning and Development (ACLPD) established by Public Act 88-216. The mission of ACLPD is to provide the State Library Board and staff with advice, perspective, and communication from the library community on matters relating to the State Library's various statewide program and service responsibilities, including the administration of the federal Library Services and Technology Act.
In meeting its mission, ACLPD provides advice, assistance, and guidance in the following specific areas:
- planning for, and coordination of statewide library and information services;
- policies for the operation of statewide library and information services;
- development of programs and services;
- trend analysis;
- idea generation; and
- problem solving.

ACLPD is centrally involved in all major planning efforts (with the exception of the Connecticut Digital Library) undertaken by the State Library with respect to statewide library and information services. A major planning responsibility of ACLPD is the LSTA plan, annual report, sub grant priorities and any plan revisions. ACLPD also approves the annual budget for expenditures of LSTA funds which is guided by the Five Year Plan.

Membership on ACLPD is broadly representative of the library and library, support community in Connecticut. Its nineteen members consists of one representative from each of the following interest areas:
- Small public libraries (serving less than 10,000 population);
- Medium public libraries (serving 10,000 to 99,999 population);
- Large public libraries (serving 100,000 and over population);
- Cooperating Library Service Units;
- Libraries participating in shared automation systems;
- The Connecticut Library Association (CLA);
- Special libraries;
- Academic libraries;
- Institution libraries;
- Libraries serving persons with disabilities;
- The Department of Education;
- The Department of Higher Education; and
- Six library users.

Connecticut Digital Library Advisory Board

The Connecticut Digital Library Advisory Board was established in November 2001 by the State Library Board and the Board of Governors for Higher Education, as an integral part of their responsibility to plan and develop the Connecticut Digital Library under the provisions of Connecticut General Statutes 4d-82.

The Connecticut Digital Library Advisory Board advises the State Library Board and the Board of Governors for Higher Education on policy, needs assessment and content selection for the Connecticut Digital Library known as iCONN.

The Connecticut Digital Library Advisory Board reports to the State Library Board and the Board of Governors for Higher Education. The Chairperson of the Connecticut Digital Library Advisory Board, or a designee, takes all policy, legislative, and budgetary recommendations to the State Library Board and the Board of Governors for Higher Education for review.

Library for the Blind and Physically Handicapped

The Library for the Blind and Physically Handicapped Advisory Committee provides LBPH with advice, perspective, and communication from their user community, and when appropriate, gives advice and makes recommendations to the National Library Service for the Blind and Physically Handicapped. The committee also services as an advocate for the promotion and further development of library services for all blind and physically handicapped individuals. Membership is representative of those individuals and organizations having direct interest in library service to the blind and physically handicapped.
Current members are:

14 LBPH patrons
1 person who is retired from the heathcare profession
1 representative from each of the following organizations
      Connecticut Volunteer Services for the Blind and Handicapped recording program,
          Connecticut Institute for the Blind/Oak Hill
          Telephone Pioneer program that helps repair machines
          Masonic Home
          St Mary's Home
          Veteran's Administration
          Connecticut Radio Information System
The advisory boards will be involved in the monitoring of activities under this plan as identified by the chart on page 24 and 25.

Connecticut State Library Board

The State Library Board, upon recommendation from ACLPD approves the LSTA Five Year Plan and any amendments and revisions. The Board is charged with determining policy for the State Library, and appoints the State Librarian.

The Board consists of twelve members: the Chief Justice of the Supreme Court or designee; the Commissioner of Education or designee; the Chief Court Administrator or designee; five members appointed by the Governor; and, one each appointed by the President Pro Tempore of the Senate, the Senate Minority Leader, the Speaker of the House, and the House Minority Leader.

Other Stakeholders

Other stakeholders in the programs funded with LSTA are the public, academic and school libraries in Connecticut. Input from the library community is sought through the boards listed above, listservs, and at planning meetings and focus groups when developing and evaluating the Five Year Plan. Library staff, trustees and friends are also important stakeholders. The Division of Library Development maintains a liaison to the Connecticut Library Association, the Association of Connecticut Library Boards and the Friends of Connecticut Libraries.

Monitoring

The Connecticut State Library Division of Library Development (DLD) will manage the annual monitoring of projects implemented under this Five-Year Plan. DLD staff will provide an annual program report to the Advisory Council on Library Planning and Development (ACLPD). In addition, annual reports will be given to the Library for the Blind and Physically Handicapped Advisory Board, the National Library Service for the Blind and Physically Handicapped of the Library of Congress and the Connecticut Digital Library Advisory Board, where appropriate. DLD will submit the annual report to the Institute of Museum and Library Services as required. Each statewide program funded by LSTA will submit a brief report to be included in the annual report to the Institute of Museum and library services. In addition an annual report will be given to ACLPD and any other appropriate advisory board. An outside contractor will be hired in 2004 to assess progress on the report at the halfway point. The Advisory Council on Library Planning and Development will approve all modifications in the plan.

All sub-grantees must submit a midpoint and final evaluation of their project to the State Library. In addition, staff from DLD monitors each grant, providing technical and professional consulting when needed. DLD will provide outcome based evaluation training for sub grantees in 2003. Any subsequent grants that are appropriate for outcome-based evaluation will be required to follow this method of evaluation. Reports from sub grantees will be included in the annual report to IMLS.

The State Library Grants Management office has developed procedures to inform grantees of their responsibilities to provide evaluative information during the grant period and after the grant is completed. That office maintains complete files on all grants and ensures that grantees complete and file all required documentation. Beginning with funds received for fiscal year 2003, the Connecticut State Library will comply with any and all CIPA requirements as determined by the Institute of Library and Museum Services. All programs and activities supported with LSTA funds may include the acquisition of equipment if appropriate to the project. Under current LSTA legislation, public, school and academic libraries are eligible to receive LSTA funds. Four percent or less of Connecticut's allotment will be used for administrative costs.

The success of prior projects that featured libraries working with other public and/or private entities with convergent goals has clearly demonstrated the value of actively seeking partnerships beyond the

library community. The State Library will encourage all grant applicants to consider such collaborations when appropriate.

LSTA funds will be used for purposes consistent with the goals as stated in this plan. Division staff will:
- Monitor grants as appropriate and report to the Director of Library Development,
- Make reports and provide information to the Director of the Institute of Museum and Library Services as required to determine the extent to which LSTA funds have been effective in carrying out the purpose of LSTA,
- Develop methods to encourage the use of Outcome Based Evaluation methods for evaluating statewide programs and sub-grants as appropriate, and
- Work with sub-grantees to publicize successful grants programs and promote replication of model programs.

The following chart identifies the evaluation and monitoring methods to be employed for each activity.

Key Elements of Plan	Participants in Monitoring	Frequency of Report	Stakeholder
Goal I: iCONN,	iCONN staff, , DLD	Annual	IMLS, ACLPD, CDLAB, Department of Higher Education, Commission on Educational Technology, Public, academic and school libraries
Cooperative purchase of databases	Cooperative Library Service Units, DLD	Annual	IMLS, ACLPD, CDLAB, Department of Higher Education, Public, academic and school libraries
Delivery service	C-Car Administrator, DLD	Annual	IMLS, ACLPD, public and academic libraries
Sub grants for resource sharing	Grantees, DLD Staff, Fiscal Grants Administrator	Throughout grant year, final report	IMLS, ACLPD Public, academic and school libraries
Goal II: Emergent Literacy	Grantees, DLD, Fiscal Grants Administrator	Throughout grant year, final report	IMLS and ACLPD, State Dept. of Education Public libraries
Grants for children in poverty, outreach, model programs	Grantees, DLD, Fiscal Grants Administrator	Throughout grant year, final report	IMLS, ACLPD Public and school libraries
Emergent Literacy Collections at Service Centers	Service Center Staff, DLD	Annual	IMLS, ACLPD Public libraries
Goal III: Continuing Education	DLD	Sampling, Annual summary report	Statewide CE Committee, ACLPD, IMLS, library staff, trustees, friends

Key Elements of Plan	Participants in Monitoring	Frequency of Report	Stakeholder
Additional Resources for Gates Libraries	Grantees, DLD, Fiscal Grants Administrator	Throughout grant year, final report	IMLS, ACLPD, Bill & Melinda Gates Foundation, public libraries
Goal IV: Grants for Adaptive Technology	Grantees, DLD, Fiscal Grants Administrator	Throughout grant year, final report	IMLS, ACLPD, public, school and academic libraries
Grants for older adults/outreach/model programs	Grantees, DLD, Fiscal Grants Administrator	Throughout grant year, final report	IMLS, ACLPD, public libraries
Large print and media collections at service centers	Service Center Staff, DLD	Annual	IMLS, ACLPD, public libraries
LBPH services and outreach	LBPH Director, DLD	Annual	LBPH Advisory Board, National Library Service to the B& PH, IMLS, ACLPD
Goal V: Innovative project grants to economically diverse communities	Grantees, DLD, Fiscal Grants Administrator	Throughout grant year, final report	IMLS, ACLPD, public libraries
Consulting	Libraries receiving services, DLD	Annual	ACLPD, IMLS, public, school and academic libraries and staff
Service Center collections and services	Libraries receiving services, DLD	Annual	ACLPD, IMLS, public, school and academic libraries

Communications

Connecticut's LSTA Five-Year Plan is on the Connecticut State Library homepage (www.cslib.org/lsta/index.htm). When the revised plan is approved by IMLS it will replace the current plan. Announcement of its availability on the homepage will be made on the statewide library listserv, regional library newsletters, the Connecticut Library Association's newsletter *Connecticut Libraries*, the Association of Connecticut Library Board's *Digest* and the Friends of Connecticut Libraries' newsletter *FOCL Point*, and the State Libraries electronic newsletter *The Connector*. A direct link will be made from *The Connector* to the full text of the plan on the homepage. Email feedback from the library community will be encouraged through a direct email link from the homepage.

A limited number of print copies will be made available upon request. In addition, large print versions will be made available upon request. Electronic and paper copies will be sent to the government documents department of the Connecticut State Library to be made available through the State Library catalog as well as the reQuest Statewide catalog. Full text versions of the plan will be available through links from the catalog.

Grant announcements are sent to every eligible library in a direct mailing. In addition announcements are made on the statewide listserv, regional newsletters, and the State Library website. Grant applications, guidelines, and summaries of past successful applications are made available from the website. Applications and guidelines are also available in print and on disk upon request. Divisions of Library Development staff offer workshops for grant applicants to assist them with designing and writing successful grant requests.

Successful LSTA projects, both statewide and sub grants will be publicized through the State Library newsletter, *The Connector* and the Connecticut Library Association newsletter, *Connecticut Libraries*. Press releases on sub grant awards will be sent to the major state newspapers, state legislative offices and federal legislators. Acknowledgement of IMLS funding will be included in all announcements. Sub grantees are expected to follow IMLS guidelines for acknowledgement of LSTA funding. Exemplary projects will be posted to the LSTA website.

Library Services and Technology Act Task Force, 2002

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